

**FIRST ANNUAL REPORT  
PROGRESS TOWARD  
IMPLEMENTATION OF THE  
KENTUCKY PLAN FOR EQUAL  
OPPORTUNITIES IN  
POSTSECONDARY  
EDUCATION 1997-1999**



**Frankfort, Kentucky  
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## THE COMMITTEE ON EQUAL OPPORTUNITIES

The Council on Postsecondary Education serves as the coordinating agency for postsecondary education in Kentucky. The CPE is responsible for developing, implementing, and monitoring the statewide postsecondary EEO plan. The Committee on Equal Opportunities is designated by the CPE for overseeing institutional compliance of the *Kentucky Plan* on equal opportunities.

The CEO oversees implementation of the general commitments, specific objectives (goals) for each institution, and the requirement for annual evaluations of institutional progress toward those objectives as identified in *The Kentucky Plan for Equal Opportunities in Postsecondary Education 1997-2002*.

The CEO is composed of 12 members appointed by the chair of the CPE, including four members of the CPE, a legislator, and seven citizens representing a broad statewide interest.

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## INTRODUCTION

*The 1997-2002 Kentucky Plan for Equal Opportunities in Postsecondary Education* was adopted by the Council on Postsecondary Education in July, 1997, to further efforts to improve access to public colleges and universities for Kentucky resident African Americans. This plan offers a pledge to support equal opportunities to citizens of the Kentucky Commonwealth, placing primary focus on access, campus environment, enrollment, retention, graduation, and employment of African Americans at postsecondary education institutions in Kentucky. The plan is intended to guide equal opportunity initiatives up through 2002.

In May 1997 the Kentucky General Assembly met in a special session to enact sweeping reforms of higher education. These reforms are expected to play a critical role in making education more accessible to greater numbers of Kentuckians. This report attests that initiatives to increase access for underrepresented minorities, in an environment where the need for diversity is constantly challenged are being implemented. This is the first report of the results of the implementation of *The Kentucky Plan*.

*The Kentucky Plan* established institutionally agreed upon commitments and objectives for each institution. Additionally, each institution agreed to the commitments and objectives for employment of African Americans in Kentucky institutions of postsecondary education.

The CEO is committed to ensuring that equal educational opportunities for Kentucky Resident African Americans are comparable to or exceed those of Kentucky Resident whites. The CEO visualizes higher education as a system that promotes equity in education, lifelong learning, and identifies the needs and services for African Americans in the Kentucky Commonwealth. The Council acknowledges that this vision is best achieved when collaborative efforts are undertaken.

Reports from the CEO and the Council is part of the monitoring and assessment of institutional progress and progress of the Commonwealth. As part of *The Kentucky Plan* implementation, institutions developed action plans which, in their estimations, would move them toward achieving their objectives.

## EXECUTIVE SUMMARY

The original Commonwealth of Kentucky Higher Education Desegregation Plan avowed that Kentucky would eliminate any vestiges of its former dual system of higher education. For nearly three decades Kentucky has struggled to balance its postsecondary education system. This report examines the degree to which Kentucky's public institutions have been successful in implementing the objectives. A review of the efforts undertaken between 1980-1998 illustrates that remnants of segregation continue to hover in Kentucky's institutions of higher learning. Limited progress has been made in the areas of African American degree attainment, and African American representation in administrative, executive, managerial, faculty and professional positions in Kentucky's postsecondary institutions.

In the spring of 1980, African American high school graduates in Kentucky totaled 3,575. In 1990, the total dropped to 3,263, and by 1998, to 3,133. In spite of the decline, there has been a steady enrollment of African American high school graduates in Kentucky's postsecondary educational system.

During the same period, trends in African American full-time enrollment fluctuated. In 1980, 7.4 percent of African American residents were enrolled in four-year institutions in Kentucky. By 1990, African American resident representation fell to 7.1 percent, but by 1996 enrollment had increased to 8.0 percent.

Bachelor's degrees awarded to African American residents have also oscillated since 1979-80. African American residents received 331 bachelor's degrees (4.4 percent) in 1979-80 compared to the 7,116 (95.6 percent) degrees awarded to white resident students. In 1989-90 the number of degrees awarded to African American residents totaled 324 before rising to 452 (5.1 percent) in 1994-95. By 1997-98, the number of bachelor's degrees awarded to African American residents had increased to 509 (5.5 percent).

The number of doctoral degrees awarded to Kentucky resident African Americans is even more disturbing. In 1979-80 only three African Americans earned doctoral degrees from Kentucky institutions, all were residents of the state. The following year, 1980-81, only one African American earned the doctorate degree, also a Kentucky resident. In 1989-90, of the three Ph.D.s awarded to African Americans, only one was awarded to a Kentucky resident. By 1994-95, the total number of doctoral degrees awarded to African Americans increased to seven, four of which were awarded to Kentucky residents. And finally, in 1997-98 of the four African Americans receiving doctoral degrees from Kentucky institutions, only one was a resident of the state. After almost three decades, Kentucky institutions have made little progress in producing African American Ph.D.s. In 1996-97, 12 African Americans received doctoral degrees from Kentucky institutions, the largest number awarded over a 10-year period. The low production of African American Ph.D.s has a pervasive effect on the presence of faculty, mentors, and support systems for African American students in postsecondary education.

A total of 63 (5.7 percent) African Americans were employed in executive, administrative and managerial positions, universitywide, in 1979. In 1990-91, the number rose to 65 (6.5 percent), and by 1994-95, the total increased to 73 (7.1 percent). In 1997-98, African American representation reached a high of 86 (8.4 percent).

In the fall of 1979, 145 African American full-time faculty were employed in Kentucky universities (a total of 70 African Americans were employed by KSU). By 1990-91 the total dropped to 134 (2.8 percent), and in 1997-98 the total rose to 264 (5.0 percent), compared to the 4,786 white full-time faculty (95.0 percent). In 1997-98 only 95 (2.9 percent) African American faculty were tenured, and 169 were non-tenured (9.3 percent), compared to 3,142 (97.1 percent) white tenured faculty and 1,644 (90.7 percent) non-tenured white faculty.

Finally, in 1979, African American non-faculty professionals totaled 186 (5.2 percent). In 1990-91 the total increased to 231 (5.4 percent), and in 1997-98 the total had grown to 332 (6.2 percent), compared to the 5,010 (93.8 percent) white non-faculty professionals.

Overall, Kentucky's postsecondary educational system has made some progress; nevertheless, there is still much work to be done. Access to Kentucky's traditionally white institutions does not lead to success for many African American resident students; retention and graduation issues continue to elude us.

Equally restricting is the employment of African American faculty, professional and non-faculty professionals throughout the state. Access for African American faculty is also confined to particular institutions in the Kentucky Commonwealth.

Kentucky's public institutions must commit to eradicating the residual from the segregated past, creating equality of opportunity for African Americans across the Commonwealth. Kentucky institutions must be made accountable and responsible for ensuring that every student receives equal educational opportunities, regardless of race or ethnicity. They must strive to produce unified educational environments that embrace, support and promote diversity in postsecondary education, particularly as we move into the next millenium.

## SYSTEM EVALUATION

Kentucky adopted the first state higher education desegregation plan more than 15 years ago. Some of the emphasis has shifted from eliminating the vestiges of a formerly dual segregated system of higher learning to equality of opportunity for African Americans in postsecondary education. Although African American student enrollment has increased, Kentucky institution's retention and graduation rates continue to oscillate. After 15 years of desegregation and EEO planning, statistically, Kentucky has achieved one objective in the existing Kentucky Plan-- the enrollment of Kentucky resident African Americans in public institutions at a level equal to their representation among the state's population.

A summary of the 1997-98 Kentucky Plan achievements is provided below. Objectives achieved by Kentucky institutions have been highlighted. In addition, areas requiring increased attention have also been identified.

During fiscal year 1997-98, one institution made progress in seven of the eight objectives, while three achieved six; two universities made progress in five areas and one institution made progress in only four areas (Kentucky State is responsible for seven objectives). Overall, the eight universities have shown progress in several areas: Kentucky resident African American undergraduate enrollment, retention of first-year resident students, employment of African American as faculty, and employment of African-American as other professionals. Three areas need improvement: increasing the number of bachelor's degrees awarded to Kentucky residents (only three of eight institutions made progress), Kentucky resident graduate student enrollment (five of the eight institutions made progress) and employment of African Americans in executive, administrative, and managerial positions (five of the eight institutions made progress in this area).

A bar graph has been included to illustrate the degree of progress each institution has made over a three-year period. The bar is used to indicate continued progress or decline in meeting the goals and objectives outlined in *The Kentucky Plan*. All but one institution made progress or exceeded their objectives in the 1997-98 plan; the institution that was unsuccessful in meeting most of the goals and objectives received a rating of fair. We could commend those individual universities for having made progress toward their goals, however, our focus must be on the betterment of our overall Postsecondary System. Kentucky institutions have a responsibility to provide equal educational opportunities to all citizens of the Commonwealth.

Data for the technical college system is not available for analysis. However, the Community College System has made substantial progress toward meeting the objectives outlined in *The Kentucky Plan*.

Generally, systemwide analyses mask individual deviations (positive and negative) that may be significant. The detailed assessments and explanations, which support the objectives, show that a majority of the institutions have made some progress; similarly,

some institutions show instances of limited progress. The system achievements are detailed in the following evaluation.

### **Interface with Primary and Secondary Grades**

College faculty and administrators are building connections between K-12 and higher education through their participation in the Kentucky Education Reform Act. KERA was approved by the legislature in 1990 in response to a K-12 school finance equalization suit. KERA called for massive education reforms including restructuring of high schools and required support from the state's public colleges and universities (Miles to Go, 1998).

The eight Kentucky universities have also joined together in an effort to address the needs of literacy development. The public institutions built partnerships with the National Center for Family Literacy, in cooperation with the Kentucky Department of Education, and the Department of Adult Education and Literacy.

Additionally, the Collaborative Center for Literacy Development: Early Childhood Through Adulthood, was created in response to the Passage of Senate Bill 186 during the 1998 General Assembly. The University of Kentucky and the University of Louisville established a research institute to study the educational issues that affect the development of the Kentucky public educational system.

Established in July 1999, Kentucky's P-16 Council was created to increase communication and collaboration across the education system. Plans to develop projects associated with teacher preparation (math/science), promoting Kentucky's postsecondary educational system, and integrating disadvantaged, low-income or at-risk students into our existing educational system are underway. Furthermore, two teacher development projects, the Teacher Academies and the Eisenhower Pilot Project for Middle School Mathematics, have been designed to provide training and support to faculty and teachers. Kentucky Commonwealth Virtual University plans to convert six modules to an online academy format, with complete delivery planned for Summer 2000 for the Teacher Academies; KCVU will work with teachers and faculty involved in the Eisenhower Pilot Project to convert modules to an online format for use by Fall 2001.

Finally, the Council promotes the relationship between higher education and K-12 through the Governor's Minority Student College Preparation Program. Each year, over 250 resident African American youth are invited to participate in the GMSCPP. Established in 1986, the focus of this program is to provide academic enrichment activities to middle and junior high school students, to encourage them to complete high school and to consider pursuing postsecondary education. Presently, six Kentucky universities and two community colleges provide summer outreach programs to introduce students to the advantages and benefits of postsecondary education. Some of the programs operate year-round, providing tutoring, mentoring, and educational counseling.

## **Progress Toward Plan Implementation**

The bar graphs shown in Figures one and two provide a snapshot of the progress made by each institution in meeting the objectives outlined in *The Kentucky Plan* between 1995-1998. *The 1990 Kentucky Plan* ended in academic year 1995-96 and extended for one additional year. During that period assessment of institutional progress toward plan objectives was based on a 100 percent implementation standard.

### **Universities**

During fiscal year 1995-96 Kentucky universities were measured based upon their progress towards full implementation of the objectives listed in *The 1990 Kentucky Plan* (see Figure 1). Progress made during this period varied: two institutions made progress in six of eight objectives, and two institutions made progress in five objectives; one university made progress in four of eight objectives, one institution made progress in three objectives and one institution made progress in only one of eight objectives. Finally, Kentucky State University made progress in four of seven objectives in 1995-96.

The 1996-97 fiscal year also measured institutional progress of full implementation of *The 1990 Kentucky Plan* objectives. Most of the universities experienced an increase in the number of objectives showing progress in fiscal year 1996-97: four institutions made progress in six of eight objectives while three made progress in five of eight objectives. Kentucky State University made progress in five of seven objectives.

Finally, in 1997-98, one institution reported progress in seven of eight objectives, three reported progress in six of eight objectives and two made progress in five of eight objectives. Only one institution reported progress in four of the eight objectives. Kentucky State made progress in five of seven objectives. Kentucky universities were measured on continuous progress towards full implementation of *The 1997 Kentucky Plan*.

Overall, Kentucky universities have made steady progress towards achieving the objectives outlined in *The Kentucky Plan*. Most institutions reported increases in the number of objectives with continuous progress, over a two-year period. From 1995-98 one institution made progress in seven of eight objectives; in 1995-96 four universities made progress in five to six objectives and in fiscal year 1996-97 four institutions made progress in six of eight objectives, while three universities made progress in five objectives. Kentucky State made progress in five of seven objectives for two consecutive years, 1996-98. Similarly, Murray State and the University of Kentucky made continuous progress in six objectives from 1996-1998 and Northern Kentucky University made progress in five objectives for three consecutive years, 1995-1998.



## **Community College System**

During fiscal year 1995-96, four community colleges made progress in three of four objectives, seven institutions made progress in two objectives and three made progress in only one of four objectives.

Two institutions made progress in all four objectives in fiscal year 1996-97. Two institutions made progress in three of four objectives; six made progress in two objectives and four institutions reported progress in only one of four objectives.

The progress made in fiscal year 1997-98 fluctuated. Only one institution met all four objectives, four institutions met three of four objectives, eight made progress in two objectives, and one institution made progress in one of four objectives

Overall, progress made by the community college system has fluctuated during the last three years. None of the community colleges made progress in all four objectives in 1995-96. While most of the community colleges received ratings of good from 1995-98, several received ratings of fair or unacceptable progress towards meeting the goals of *The Kentucky Plan*.

**African American Among Kentucky Resident  
Full-Time First-Time Freshmen Fall 1998**

EKU	African American Resident	White Resident
18-24 years old	6.2%	92.9%
25 and older	2.4%	97.6%
KSU		
18-24 years old	65.0%	33.6%
25 and older	16.7%	83.3%
MOSU		
18-24 years old	5.5%	93.2%
25 and older	8.0%	88.0%
MUSU		
18-24 years old	7.6%	90.3%
25 and older	13.8%	82.8%
NKU		
18-24 years old	3.3%	95.9%
25 and older	2.4%	92.9%
UK		
18-24 years old	7.2%	89.8%
25 and older	6.7%	80.0%
UL		
18-24 years old	12.8%	83.5%
25 and older	25.0%	66.7%
WKU		
18-24 years old	9.4%	88.8%
25 and older	9.6%	86.5%

**Total Representation of African Americans Among Kentucky Resident  
Full-Time First-Time Freshmen Fall 1998**

All Universities	African American Residents	White Residents
18-24 years old	9%	91%
25 and older	9%	91%

Kentucky's flagship institution, the University of Kentucky, reported enrollment of resident African American full-time, first-time freshmen aged 18-24 at 7.2 percent of the 2,227 first-time, full-time, freshmen enrolled in the fall of 1998. Similarly, enrollment of Kentucky resident African American full-time, first-time freshmen aged 18-24 was 6.2 percent of the 1,865 freshmen at Eastern Kentucky University. Of the 214 Kentucky resident African American full-time, first-time students enrolled at Kentucky State University, 65 percent were 18-24 years old.

Overall, enrollment of African American full-time, first-time students aged 18-24 fluctuated between 3.3 percent (NKU), and a high of 12.8 percent (Uof L). Similarly, enrollment of African Americans 25 years of age and older was reported at a low of 2.4 percent (EKU and NKU), and a high of 25 percent (U of L).

**African American Participation in Advanced Placement Courses**

Improving student learning has become a top priority across the nation. Many states have educational systems that build stronger and more formal connections among K-12 and postsecondary education. These comprehensive linkages have been found to be crucial for educating minority students; they acknowledge that limited preparation in elementary and secondary education greatly influences access to postsecondary education. AP courses offers support and encouragement for students interested in pursuing higher education, beginning with a focus on an advanced curriculum.

Advanced Placement courses are essential for students interested in attending college. Courses are designed to provide students with analytic skills and factual knowledge necessary to deal critically with the problems and materials found in the college curriculum. The classes prepare students for intermediate and advanced college courses by making demands upon them equivalent to those of full-year introductory college courses.

National data from the ACT indicate that African American students, as well as other minorities, are less likely than white students to participate in a college preparatory curriculum. Research shows that in 1997, 55.8 percent of all African American students who took the ACT exam had completed the college prep curriculum, compared to 62 percent of white students completing the college prep curriculum (Academic Preparation for College, 1983-1997).

Only a limited number of African American students are exposed to the benefits that Advanced Placement courses offer. Kentucky's flagship institution reported that 20.58 percent of resident African Americans completed AP coursework in 1997, compared to 14.53 percent resident whites. Kentucky State University reported 9.06 percent resident African American representation compared to 4.45 percent resident white. Overall, African American Kentucky residents represented only 14.78 percent of those completing AP coursework in 1997 compared to 13.18 percent white resident students.

The disproportionate absence of minority students in AP courses suggests that they are not encouraged to enroll in the AP programs, are tracked to a lower level curriculum that will be of little use to them in postsecondary education, or the secondary institution they attend does not offer AP courses.

**Representation Among Resident Full-Time, First-Time Freshmen  
AP Exam Completers-1997**

<b>Institution</b>	<b>Total African American Resident</b>	<b>African American AP Exam Completers</b>	<b>% African American AP Exam Completers</b>	<b>Total White Resident</b>	<b>White AP Exam Completers</b>	<b>% White AP Exam Completers</b>
EKU	473	95	20.08	11,620	1,553	13.36
KSU	651	59	9.06	922	41	4.45
MOSU	205	38	18.54	5,615	748	13.32
MUSU	303	54	17.82	4,984	661	13.26
NKU	189	30	15.87	7,781	994	12.77
UK	821	169	20.58	12,770	1,855	14.53
UL	1,826	223	12.21	11,044	1,323	11.98
WKU	734	101	13.76	9,565	1,302	13.61
<b>TOTALS</b>	<b>5,202</b>	<b>769</b>	<b>14.78</b>	<b>64,301</b>	<b>8,477</b>	<b>13.18</b>

**Representation Among Resident Full-Time, First Time Freshmen  
AP Exam Takers-1998**

<b>Institution</b>	<b>Total African American Resident</b>	<b>African American AP Exam Completers</b>	<b>% African American AP Exam Completers</b>	<b>Total White Resident</b>	<b>White AP Exam Completers</b>	<b>% White AP Exam Completers</b>
EKU	491	89	18.13	12,162	1,508	12.40
KSU	704	86	12.22	1,564	43	2.75
MOSU	233	50	21.46	5,868	875	14.91
MUSU	326	45	13.80	5,366	682	12.71
NKU	201	30	14.93	7,995	1,009	12.62
UK	879	160	18.20	13,891	2,019	14.53
UL	1,674	202	12.07	12,772	1,399	10.95
WKU	747	93	12.45	10,625	1,192	11.22
<b>TOTALS</b>	<b>5,255</b>	<b>755</b>	<b>14.37</b>	<b>70,243</b>	<b>8,727</b>	<b>12.42</b>

The majority of Kentucky institutions experienced a decline in the number of African American students who completed AP coursework in 1998. Only two institutions reported a slight increase among African American representation: Kentucky State University reported an increase, 12.22 percent, up 3.16 percentage points from the previous year, and Morehead State University reported African American representation at 21.46 percent, a difference of 2.92 percentage points. Representation of African American AP completers at the University of Kentucky fell from 20.58 percent in 1997 to 18.20 percent in 1998. Overall, African American residents completing AP coursework decreased from 14.78 percent in 1997 to 14.37 percent in 1998.

A vast discrepancy exists between resident African Americans and resident whites in AP programs. While white students made up 13.18 percent of Full-Time, First-Time Freshmen completing AP coursework in 1997, African Americans represented 14.78 percent of Full-Time, First-Time Freshmen completing AP coursework. Although the proportional difference may appear minor, 1.60 percent, a review of the total AP Exam completers reveals that only 769 African American resident students completed AP coursework in 1997 compared to 8,477 white resident students. Similar figures were reported for 1998, though African American representation decreased to 755, while white representation increased to 8,727.

### **Bachelor of Science Degrees by Race and Institution 1993-98**

Most of the universities failed to increase the number of baccalaureate degrees awarded to African American residents. Overall, African American residents earned between one percent and eleven percent of the B.S. degrees awarded from Kentucky universities between 1993-1998. The single institution showing consistent improved performance was the University of Louisville. During the 1993-94 academic year, seven percent of the B.S. degrees from U of L were awarded to African American resident students. Over a five-year period, African American degree attainment rose to twelve percent at the University of Louisville.

Several of the institutions reported limited gains, and declines. Northern Kentucky University reported that only one percent of African American students received the B.S. degree for four consecutive years, 1993-97. During the 1997-98 academic year, African American residents awarded the degree increased by only one percentage point.

Between 1993-95, Kentucky State University reported a gain of six percentage points in the number of African American residents earning B.S. degrees (44 % in 1993-94; 50% in 94-95). Unfortunately, the number of B.S. degrees awarded to African American residents has oscillated since that period to 46 percent in 1995-96, 44 percent in 1996-97, and 45 percent in 1997-98.

The University of Kentucky awarded between three and four percent of B.S. degrees to African American resident students from 1993-98. For two consecutive years, 1996-98, UK awarded only four percent of the baccalaureate degrees to African American residents compared to 93 percent white students during the same period.

Most of the TWIs have been unsuccessful in increasing the number of degrees awarded to African American residents. Between the years 1993-98, B.S. degrees awarded to all Kentucky African American residents averaged only five percent, compared to 93 percent of resident white students during the same period. Kentucky institutions must recognize that fluctuating increases have no influence or impact on the proportion of African American residents earning bachelors degrees; the meager gains are insufficient to meet the needs of the Commonwealth.

Overall, the representation of African American Kentucky residents earning bachelors degrees from the traditionally white universities increased from four percent during the 1993-94 academic year to only five percent during 1994-1998, a gain of only one percentage point for four consecutive years. White residents were awarded 92-94 percent of all B.S. degrees during the same period.

Kentucky State University awarded a proportionate percentage of B.S. degrees to African American and white resident students. Between the years 1993-98, an average of 45 percent of African American residents and 54 percent of white residents earned the B.S. degree from KSU.

Institutions offer a variety of explanations for the fluctuation: inhospitable campus climates, insufficient student preparation, poor institutional, academic and support strategies, scarcity of financial aid, and limited minority faculty and staff.

### **B.S. Degree by Institution and Race**

<b>SYSTEM TOTAL</b>	<b>African American Resident</b>	<b>White Resident</b>
BS Degree Over 5 Years	2,318 (5%)	44,679 (93%)

### ***RESEARCH INSTITUTIONS***

<b>Institution</b>	<b>Year</b>	<b>African American Resident</b>	<b>White Resident</b>
University of Kentucky	1993-94	64 (3%)	2,229 (95%)
	1994-95	83 (4%)	2,181 (94%)
	1995-96	81(3%)	2,343 (94%)
	1996-97	109(4%)	2,348 (93%)
	1997-98	93 (4%)	2,463 (93%)
University of Louisville	1993-94	116 (7%)	1,624 (90%)
	1994-95	140 (9%)	1,465 (89%)
	1995-96	170 (10%)	1,454 (85%)
	1996-97	175 (11%)	1,471 (86%)
	1997-98	181 (12%)	1,330 (84%)

### ***HISTORICALLY BLACK***

<b>Institution</b>	<b>Year</b>	<b>African American Resident</b>	<b>White Resident</b>
Kentucky State University	1993-94	48 (44%)	62 (55%)
	1994-95	68 (50%)	67 (49%)
	1995-96	57 (46%)	66 (53%)
	1996-97	51 (44%)	65 (55%)
	1997-98	60 (45%)	74 (54%)

**COMPREHENSIVE INSTITUTIONS**

<b>Institution</b>	<b>Year</b>	<b>African American Resident</b>	<b>White Resident</b>
Eastern Kentucky	1993-94	61 (4%)	1,440 (95%)
	1994-95	55 (4%)	1,466 (95%)
	1995-96	43 (3%)	1,429 (96%)
	1996-97	34 (2%)	1,473 (97%)
	1997-98	54 (4%)	1,365 (92%)
Morehead State University	1993-94	21 (2%)	826 (98%)
	1994-95	20 (2%)	807 (98%)
	1995-96	21 (2%)	875 (98%)
	1996-97	17 (2%)	865 (97%)
	1997-98	21 (3%)	814 (96%)
Murray State University	1993-94	28 (3%)	826 (96%)
	1994-95	14 (2%)	844 (98%)
	1995-96	28 (3%)	771 (96%)
	1996-97	26 (4%)	713 (96%)
	1997-98	21 (3%)	766 (96%)
Northern Kentucky University	1993-94	5 (1%)	730 (98%)
	1994-95	5 (1%)	684 (98%)
	1995-96	6 (1%)	713 (98%)
	1996-97	10 (1%)	693 (98%)
	1997-98	14 (2%)	724 (96%)
Western Kentucky University	1993-94	55 (4%)	1,390 (95%)
	1994-95	67 (5%)	1,379 (94%)
	1995-96	69 (5%)	1,300 (94%)
	1996-97	62 (5%)	1,230 (93%)
	1997-98	65 (5%)	1,314 (93%)



### **Promising Practices**

Some universities have developed summer programs specifically for first-time freshmen. Designed as outreach strategies, these programs were created to increase retention and graduation rates of students. Some have a specific focus on minority student enrollment and retention. Programs are held from two days to two weeks, depending on the focus of the individual institution, and most require overnight stay.

Incoming students arrive on campus before the fall semester begins, and are introduced to faculty, staff, mentors, and people of color in key leadership positions. Most of the universities in Kentucky have established such programs. Their goal is not only to provide minority students with access to higher education, but also to provide assistance to assure graduation. Listed below are the various programs Kentucky universities offer.

INSTITUTION	PROGRAM
Eastern Kentucky University	Bridge Program; Fresh Tips Program; First Steps
Kentucky State University	First Year Experience
Morehead State University	Summer of Soar
Murray State University	Project Success
Northern Kentucky University	NKU Rocks; Running Start; Learning Community for Freshmen
University of Kentucky	Freshmen Summer Program; Freshmen Focus; Critical First Year
University of Louisville	Academic Bridge Program; Summer Orientation Program
Western Kentucky University	Project Early Start

Additionally, most of the programs listed above provide ongoing comprehensive academic enhancement services to encourage positive integration into the educational system, as well as to promote high academic achievement.

### **African American Full-Time Faculty**

African American full-time faculty representation at both two-year and four-year traditionally white institutions ranged from two to seven percent in the fall semester of 1998, compared to 83 to 98 percent white faculty. Although most of the institutions made progress toward their objectives, the small percentages of African American Full-Time faculty characterize a typical problem that TWIs confront across the nation—small pool of African Americans with Ph.D.s, limited role models and mentors for African American students.

None of the traditionally white universities reported African American employment among full-time faculty at more than five percent for the 1997-98 academic year. African Americans made up only three percent of full-time faculty at Kentucky's flagship institution, while white full time faculty representation was reported at 89 percent.

Kentucky State University reported African American full-time faculty representation at 38 percent, the largest in the state, however they failed to make progress toward the objective. Overall, African American representation among full-time faculty in Kentucky universities averaged five percent, compared to 88 percent white full-time faculty. It is clear that African American faculty are underrepresented in Kentucky universities.

TWIs must work together to foster environments that are conducive to learning; each institution must commit to embracing, promoting and respecting cultural diversity. It is only in a welcoming atmosphere that we will find minority faculty, as well as students, gathering in masses.

Only two of the fourteen community colleges failed to make progress toward their objective. Lexington Community College reported the highest representation among African American full-time faculty at seven percent. The community college system reported African American representation of full-time faculty at five percent.

### **1998 Full-Time Faculty by Race and Institution**

#### ***FLAGSHIP***

	<b>Race</b>	<b>Full-Time Faculty</b>
University of Kentucky	African American	58
	Total (AA + White)	1,669
	% of African American	3

#### ***HISTORICALLY BLACK***

	<b>Race</b>	<b>Full-Time Faculty</b>
Kentucky State University	African American	44
	Total (AA+White)	114
	% of African American	38

***TRADITIONALLY WHITE INSTITUTIONS***

	<b>Race</b>	<b>Full-Time Faculty</b>
Eastern Kentucky	African American	30
	Total (AA+White)	626
	% of African American	5
Morehead State	African American	11
	Total (AA+White)	309
	% of African American	4
Murray State	African American	17
	Total (AA+White)	357
	% of African American	5
Northern Kentucky	African American	17
	Total (AA+White)	368
	% of African American	5
University of Louisville	African American	56
	Total (AA+White)	1,064
	% of African American	5
Western Kentucky	African American	24
	Total (AA+White)	535
	% of African American	5

***COMMUNITY COLLEGE SYSTEM***

	<b>Race</b>	<b>Full-Time Faculty</b>
Lexington Community College	African American	9
	Total (AA+ White)	124
	% of African American	7
KCTCS Community College System	African American	49
	Total (AA+ White)	1,002
	% of African American	5

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